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# *National Board Candidates*

Tips for Completing Entry #4  
Documented Accomplishments:  
Contributions to Student Learning



# Purpose

This document has been developed to assist National Board Candidates as they complete Entry #4 – Documented Accomplishments: Contributions to Student Learning. In this entry, candidates demonstrate commitment to student learning by providing evidence that their role as an educator is broader than what happens in the classroom.

Requirements and instructions for this portfolio entry are relatively universal to all candidates and certificate areas. This document seeks to serve as a reference guide to the instructions as well as a compendium of hints and tips for candidates as they work through their accomplishments.

Please be sure to reference your own certificate instructions, call 1-800-22TEACH, or check the Frequently Asked Questions on the NBPTS website for the final authority on what should or should not be included in your portfolio as they are the ultimate source of information on your entry.

This guide will be a helpful resource for you as you begin to examine your professional self.

*Good Luck on your journey!*



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# About the Author

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Cathy is involved in various subject area organizations, including WSST (Wisconsin Society of Science Teachers), WEST (Wisconsin Elementary & Middle School Science Teachers), NSTA (National Science Teachers Association), and NMLSTA (National Middle Level Science Teachers Association). Cathy also had the honor to be named chairperson for the National Board

Early Adolescence Standards Review Committee (2002-2003) that resulted in the revised edition of the EA/Science standards. Honors and Awards include: Wisconsin Distinguished Teacher Award; WSST Regional Teacher Award; Herb Kohl Fellowship Award; Wisconsin State Middle School Teacher of the Year; Key Issues Institute Leadership Teacher; and being named a Fulbright Memorial Fund Teacher. An active grant writer, Cathy has been instrumental in securing over \$80,000 in grant money for her department over the last 15 years.

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# Scoring Criteria

Response must provide clear, consistent, & convincing evidence of your ability to impact student learning through your work in these three categories.

Accomplishments should (be):

Teachers as Partners with Families & Community (Current year)*	Teacher as Learner (Last 5 years)**	Teacher as Leader/ Collaborator at a Local, State, National Level (Last 5 years)**
Demonstrate 3 basic areas: 1. Strategies for reaching out to all families. 2. Fostering meaningful, interactive two-way communication. 3. Fostering ongoing interaction with wider community.	Demonstrate that you engage in planned, ongoing, professional development designed to strengthen knowledge, skills, & abilities relevant to your teaching context.	Demonstrate work with colleagues/other professionals to improve teaching & learning.  Work collaboratively to share expertise in order to improve teaching & learning.
Accomplishments thoughtfully chosen; effective in engaging all parents, families, & other stakeholders.	Demonstrate that the choices made have a direct impact on student learning needs.	Show how you share expertise with other professionals & interested stakeholders.
Demonstrate appropriate, effective school & community connections.	Demonstrate that knowledge was gained, how it was applied, & finally how it impacted student learning. Give examples.	Demonstrate work within school or wider professional community.
Connections should be highly interactive, dynamic, & mutually beneficial.	<b>REFLECTIVE SUMMARY –</b>  Accurately analyze & reflect on significance of accomplishments taken together, then plan for future opportunities to impact student learning.	Give examples of educational leadership.
Foster two-way dialogue; focus on substantive learning & teaching issues along with individual student progress.		Facilitate professional development for other teachers that improves instructional practices.
Demonstrate that parents & other adults are valued partners in student's development & education.		Give examples of advocating for change in educational policy.
Demonstrate that strategies are implemented with skill & enthusiasm.		Show connections &/or affiliations with professional organizations.

**Must be beyond job requirements, outside specific student instruction, & demonstrate impact on student learning.**

\*Current year (i.e., The 12 months preceding portfolio due date ~ Due March 31<sup>st</sup> collect to prior year March 31<sup>st</sup>).

\*\*Last 5 years (i.e., 5 years preceding portfolio due date ~ Project/Programs being used as evidence that encompass a full school year may come from the preceding 5 school years).

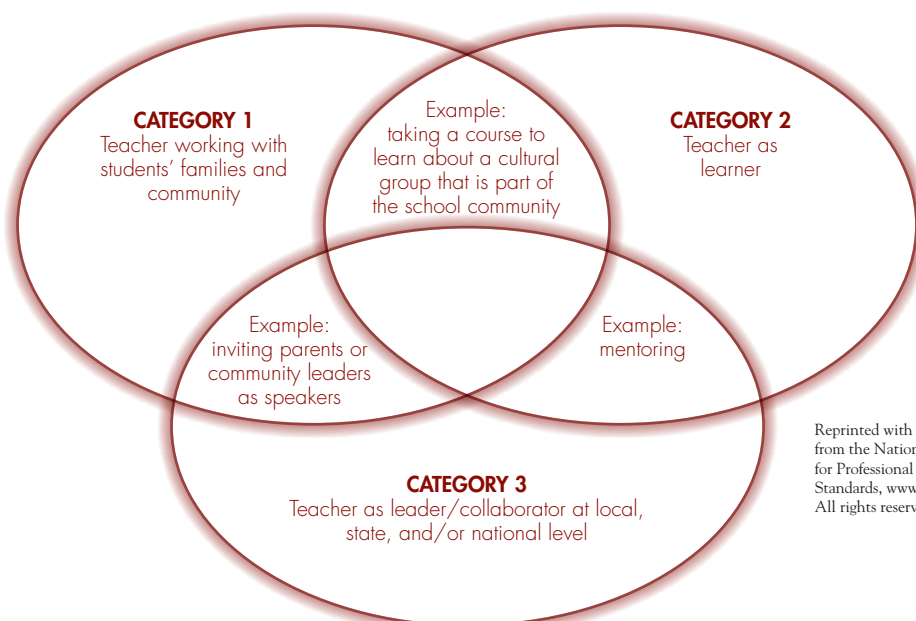
## Documented Accomplishments Categories Chart

Category — Accomplishments That Demonstrate:	Activity	Significance	Impact on Student Learning	Documentation
Your work with the families & community of your students  (During current year)				
Your development as a learner  (During last five years)				
Your work as a leader/ collaborator  (During last five years)				

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# Making Good Choices with Your Accomplishments

Use the Planning Worksheet (on left) & the Venn Diagram (see below) to help plan.	Read the standards detailed in the instructions, & then link your choices to these standards.
Collect evidence from the preceding year or 5 years relevant to your due date (i.e., Due March 31 <sup>st</sup> , collect to prior year (or 5 years) March 31 <sup>st</sup> ).	Must have <b>accomplishments from all 3 categories</b> (Partner with Families & Community, Teacher as Learner, & Teacher as Leader/Collaborator).
Try to choose accomplishments that fit in the middle of the Venn Diagram or that cut across more than one category. These are stronger accomplishments than single areas as they provide multiple opportunities to demonstrate impact to student learning.	<b>Entry Totals –</b> No more than <b>8</b> accomplishments. <b>28</b> Total Pages: <b>10</b> pages of description <b>16</b> pages of documentation <b>2</b> pages of reflection
Can make a <b>“broad”</b> accomplishment that includes many related ideas that can be documented, or a single category accomplishment. Try to think of your activities in a new way to see if you can identify how they can be related.	<b>MAXIMUM of 8 accomplishments.</b> Prioritize your entries & choose those that are strongest to submit. It is better to have fewer entries that have substance, than too many unsubstantiated ones. Most people will concentrate on <b>4-6</b> strong accomplishments.
Say <b>WHAT</b> the accomplishment is (descriptive writing); Tell <b>WHY</b> it is significant; & Tell <b>HOW</b> it has had an impact on student learning (analysis writing). All three questions should be covered.	Must demonstrate <b>impact on student learning</b> for each accomplishment – can’t just state the impact... <b>must DEMONSTRATE</b> the impact. (i.e., Give specific examples if possible.)
Make sure to choose something that is <b>beyond</b> your <b>expected duties</b> , & then state <b>why</b> it is beyond what is expected. Finally, relate it to student learning making sure to demonstrate <b>impact</b> .	Must provide evidence for what you say... multiple pieces of evidence – documented multiple ways – best.



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*Barbara, Elementary school teacher, Eau Claire*



# Accomplishment Significance

EXPECTED VS. ABOVE & BEYOND*	IDENTIFYING THE SIGNIFICANCE?
Accomplishment must be an important effort that demonstrates impact on students. If something appears routine, analyze it & show how it was not routine. Accomplishments often can sound alike even though they may be more significant in your teaching context. Be sure to let the assessor see why your situation is different from routine.	What makes this accomplishment <b>stand out</b> from the ordinary? What importance does it play in your teaching, learning, living? <b>Why is it important?</b> <b>How</b> is it <b>more effective</b> in promoting learning than usual?
<b>Think about:</b> Assigned committees vs. voluntary or nominated committees. Why was your presence important? What did you bring to the committee that was valued?	<b>Think about (the):</b> Effect on candidate's own knowledge, skills, & abilities as a teacher.
Parent conferences vs. student led conferences vs. being instrumental in bringing student led conferences to your school.	Effect on instructional practices.
Attending required district inservices vs. leading workshops in your own subject area using your own time.	Effect on other teachers' or important stake holders' knowledge, skills, & abilities.
Being a member of a professional organization vs. being an officer, serving on a committee, or giving a presentation for members.	Effect on educational, building, district, regional, state, or national policy.
Attending a department meeting vs. being the chair or facilitator of the meeting.	Effect on <b>student learning</b> .** Specific examples of impact on student learning are desired.
Participating in a Parent Open House vs. designing a specific presentation that was effective in engaging parents/families in their child's learning.	Effect on family & community knowledge, skills, & abilities. <b>What</b> was the result of your activity with regard to the stakeholders? Were partnerships made?

\* Routine & required are not considered to be above & beyond! If you have contributed something that significantly impacts student learning to a routine & required event, it can be deemed above & beyond. However...You saying so doesn't make it so! Be sure to detail **WHAT** you did that was above & beyond, **WHY** it was significant to everyone involved (including you!) & then tie it directly to student learning with specific examples.

\*\* Student learning can be the learning of your students, students of your colleagues, or others. Keep in mind that to be a student you do not have to be a certain age (consider adults such as parents, student teachers, other professionals, etc. as learners), from a certain school, or even from a certain community.



*Dean, High school teacher, Green Bay*

# Teacher As

Learner	Leader – Collaborator
Within 5 years	
Evidence of planned, ongoing professional development to strengthen your knowledge, skills, & abilities; evidence of impact on student learning, directly or indirectly.	Evidence of working collaboratively with colleagues to improve teaching & learning & sharing expertise in a leadership role to impact student learning, directly or indirectly.
<b>Examples:</b> Workshop, class, inservice, convention attendance, seminars, webinars, podcasts, etc.	<b>Examples:</b> Acting as a mentor, cooperating teacher.
Book talks, peer-to-peer discussions, mentor situations, community forums/workshops, etc.	Serving on department/unit/grade level, building, district, regional, or state committees.
Technology can be used – teaching yourself skills & transferring that expertise to instruction works along with workshops you may have taken.	Involvement in professional organizations, serving in leadership positions; department chair, unit leader, secretary.
Working in collaborative subject matter or grade level groups to improve skills & dispositions collegially.	Presentations at school board meetings, workshops, inservices, & department meetings.
Professional journal/literature reading followed by teaching a lesson to students, or a follow up to colleagues about the reading or your success with students.	Writing curriculum; working with grading policies; writing articles, newsletters, newspapers, etc. related to student learning; sharing action research.
Advanced coursework relative to your teaching context. Demonstrate where you saw need & how you planned to impact student learning.	Partnerships with community stakeholders that develop into ongoing school/district-wide initiatives.
Questionable activities include: Master's courses & district assigned workshops. Instead choose important aspects from your degree (i.e., action research conducted, specific classes chosen to directly impact your teaching, etc.).	Questionable items – District <b>assigned</b> committees or assigned meetings. Show how it is extraordinary. Demonstrate that impact to student learning occurred specifically due to your involvement.





*Linda, Elementary school teacher, Fox Point*

# Teacher as a Partner with Family and Community\*

## Within current year

Demonstrate how you treat others as valued partners in student's development & education; how you make beneficial connections between students, families, & community; & how you foster &/or facilitate ongoing, two-way dialogue with parents & other interested adults & between students & the wider community.

Communication logs are a <b>must</b> . Must include information indicating <b>ongoing</b> , two-way, <b>interactive</b> communication with <b>outcome</b> . Use your own form if you prefer. (See also: Communication Logs, page 13.)	Community partnerships need not be limited to the community in which you teach or to the students you have in your class – as long as you can tie it to student learning.
Grants & outside funding you have secured can be a good tie to community. Include the outcome of the grant, & demonstrate how it will be implemented over time. Show two-way connections between students & community.	Working with students in community groups as long as you can relate that to student learning – i.e., girl scouts/boy scouts, community drama, church groups, etc.
Educational partnerships you form with organizations or businesses in the community.	Student/Parent/Teacher conferences that are beyond work expectation. Parent/Family nights you plan & execute.
Other examples:  Parent/Student surveys or questionnaires, parent/university student volunteers, after school clubs that you initiate as a result of a specific need.	Speaking at school board meetings, community groups, & parent organization meetings about student issues. Assisting students to share relevant issues with the school board or community is great.
Hosting guest speakers (community members, parents, former parents, former students, experts). Use only if you can connect the guest speakers to current events, social issues, &/or future learning of the students.	Service Learning projects are better than community service. Service Learning ties directly into the curriculum & resiliency factors where community service just implies a one-time event. Both would need to be with/about students in order to tie to student learning.
Choose ongoing initiatives or activities rather than one-time events.	Community displays of student projects.

\*Community can be thought of in a variety of ways & should not be limited to business contacts. Community can include organizations, government offices like social workers, senior citizens, veterans, the fine arts, universities & technical colleges, or cultural groups.





*Joel, High school teacher, Milwaukee*



# Documentation for Accomplishments

Documentation is the evidence submitted as proof of your accomplishment.

Evidence can take two forms –

## Verification Forms

## Artifacts

These are completed by students, parents, colleagues, administration or others, to comment on your accomplishment & confirm accuracy. Used when there is not an available artifact.	<b>Examples include:</b> Newspaper articles, newsletters, letters/e-mails from parents or other interested stakeholders, grants, awards, student notes, cards, etc.
Vary the people you choose to complete verification forms. A person may verify only <b>one accomplishment per area</b> (learner / collaborator / family & community). Your entry will be stronger if a variety of people complete the forms, rather than the same person completing multiple forms.	<b>Examples:</b> Registration confirmation, transcripts, hand-written notes, student work samples, programs, letters to parents, unique progress reports, or photos.
Complete verification form description before giving to person; May type or handwrite; Copy the intro letter on the back – it will count only as one page of evidence.	Make photos (digital, 35 mm, scan, other) of 3 dimensional artifacts (i.e., awards). Do not send in originals, as they will <b>not</b> be returned. Be sure photos are clear.
If typed, verification form can be single spaced, 12 pt. Times New Roman font; <b>verification form itself is not scored.</b>	You don't have to include the whole artifact, just a portion that will give the assessor an accurate picture. Assessors don't have time to read it all.
Call/see person before you send form so they understand the significance of the form. Encourage them to complete the bottom section neatly & fully with a focus to proving student learning.	You can put multiple artifacts on a page; Do not reduce lower than 12 pt. Font...to do so counts as 2 pages. Try scrapbooking or collage techniques to showcase more evidence. Add captions as necessary for clarity. Be neat, clear, & organized.
Give the person a deadline for completion & schedule a follow-up phone call to remind them if form not returned.	It is not necessary to document everything from your description; submit documentation that builds a conclusive case of evidence in support of your accomplishment.
Assessors do not evaluate the quality of the documentation; they look to see if the documentation connects to the description. <b>How convincing is the documentation provided?</b>	
<b>Place header on forms &amp; artifacts with ID number on right &amp; Accomplishment number on left.</b> Your name & date should also appear somewhere on the page.	
You saying it is so...is <b>not</b> evidence! It <b>must</b> be documented!	
Be careful to avoid using letters of recommendation or solicited letters that appear to be contrived. Assessors are trained to evaluate the documentation for what it can verify.	
Names/locations of people & places are okay on verification forms & artifacts; try to avoid last names & places in the description.	
<b>Be sure to send Thank You's or tokens of appreciation to those who complete verification forms!</b>	

### Sample of Communication Log

Date	Person Contacted	Type of Communication (telephone, written, e-mail or in person)	Nature of Communication (reason for communication, outcome of communication)
3/06	Juan's father	Phone call	Juan has been showing dramatic progress. Spoke with father to encourage his continued support.
3/10	Tara's mother	Phone call	Tara's mother called me with some concerns about Tara's behavior at home. We discussed her incomplete class work. I suggested a reward system.
3/11	Felicia's parents	e-mail	Felicia's parents responded to my initial request to all parents for information about their children. Learned that Felicia loves science!
3/13	PTA President	e-mail	Sent draft agenda for Family Math Night; scheduled appointment to plan activities & determine materials that we need.
3/20	All Parents	Newsletter	Sent newsletter home and invited parents to attend & assist with upcoming student performances – waiting for responses.
3/23	Justin's mother	In Person	Justin will be moving in to my class. Met with Justin and his mother for a smooth transition. Will call home after two weeks to keep mother informed.
3/27	Rotary Club	Phone call	Contacted President regarding the group members' Career Day visit to school.
4/1	Tara's mother	Phone call	Tara's mother called to inform me that her behavior has improved. I mentioned that class work has been made up.

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# Communication Logs

## Hints & Tips

## Types of Communication

It is optional – but it's <b>really not</b> . Communication Logs are the easiest way to document what is necessary.	<i>What is valued</i> increases with the type of communication:
Logs should include – date, participant, description & nature of contact, purpose AND <b>outcome</b> . Outcome for each entry needs to be detailed.	Assessors look for: a <b>variety</b> of communication examples & the <b>frequency</b> of communication.*
Can use communication form provided or your own. Submit originals or photocopies of logs. Logs may be transcribed – they must be <b>legible</b> . Logs may be typed.	<b>Least valued:</b> 1. Communication about student academic progress (failure notices, missing assignments, etc.) or procedural items (permission forms, etc.).
Need to demonstrate <b>ongoing</b> , interactive, <b>two-way</b> communication with <b>ALL</b> parents, not just the parents who are interested.	2. Communication about student behavior – both good & behavior challenges & needs.
Log can be done on one student over time or a snapshot of your communication for multiple students over time.	3. Learning something new about the student that affects the student's learning situation. <i>Example:</i> learning a student is stressing about family issues.
Include: E-mails, letters, phone calls – from parents & any other concerned stakeholders like counselors, principal, psychologist, relatives, special needs teacher, etc.	4. Communication indicating <b>you</b> have made a difference in a student's learning. <i>Example:</i> Having a parent tell you that your newly designed guided study notes have made an improvement in student attitude about note-taking.
Include conversations in the hall, offices, in the grocery store with parents, at football games, etc. These are valued more than regularly scheduled parent conferences or IEP's (Individual Education Plan meetings).	<b>Most Valued:</b> 5. Communication that results in a change in your teaching that positively affects future student learning. <i>Example:</i> Learning that students can't see your overhead notes clearly, you alter your presentation to use PowerPoint.
Be sure to use only first names in your log. Whiteout or retype so last name or location identifiers are deleted. Refer to other adults as "Ray's mom", principal, etc. Avoid or define acronyms. ( <i>example:</i> LD – Learning Disabilities). Make a good effort here. Remember there is no fatal error... so forgetting to whiteout a name is nothing to stress about.	
Record not only <b>OUTGOING</b> communication from you, but also <b>INCOMING</b> communication from others!	
*Assessors look for a <b>variety of communication types</b> (e-mail, calls, in person, etc.) to a <b>variety of stakeholders</b> (parents, other teachers, counselors, administration, social workers, students themselves, etc.) for a <b>variety of concerns</b> (grades, behavior, learning concerns, teaching techniques, guest speakers, etc.) demonstrating the <b>frequency</b> & <b>two-way</b> nature of contacts.	





*Connie, Elementary school teacher, Merrill*

# Types of Writing

Descriptive Writing – What??	Analytical Writing – So What??	Reflective Writing – Now What??
<b>Example:</b> Think of how a football coach would approach a play after a game. Describe just the basics of what happened during the play. <b>What</b> was the activity?	<b>Why</b> did the play go the way it did? <b>What</b> was the outcome? <b>Why</b> was it important & <b>What</b> was the impact?	<b>What</b> did I feel about the outcome of the play? <b>What</b> would I do better/differently next time? <b>How</b> effective was it?
<b>What</b> is the nature of this activity? <b>What</b> is the accomplishment?	<b>Why</b> is this activity or accomplishment significant? <b>How</b> has the activity had an impact on student learning?	<b>What</b> does this entry suggest about my work with families, community, & colleagues?
<b>Describe</b> the activity – be <b>specific &amp; succinct</b> presenting just the important facts.	Provide <b>clear, consistent, &amp; convincing</b> arguments to explain the significance. Provide anecdotal, specific evidence, examples, & statistics to prove learning, or relate an incident from a class.	2 page maximum; this is <b>NOT a SUMMARY</b> of the activities & accomplishments you selected!!! The word Summary here is not to be taken literally!
Give your accomplishment a catchy title that you put in your header with accomplishment #. This helps assessors identify with your accomplishment.	<b>What</b> does the activity tell me about my practice? <b>How</b> does this entry demonstrate outreach to parents /community /colleagues?	Your view of professional development & family, community involvement should come through <b>loud &amp; clear</b> .
Limit your description only to what is necessary to give assessor a picture of what you have done.	Detail what is noteworthy, out of the ordinary, or beyond what is required for the job. How is this relevant to your teaching & learning context?	<b>How</b> important as a whole are these activities & accomplishments to your practice & student learning?
Demonstrate impact on student learning & <b>ongoing two-way interactive</b> communication.	Can be significant in that it impacts your own or colleagues' knowledge, skills, & abilities; impacts instructional strategies; impacts educational policies. <b>Cite examples!</b>	Try to find a <b>pattern</b> to your accomplishments; then relate to your practice. Use creative writing in this section. You should have an "A-HA" moment when you have finished writing this section!
Written description should <b>connect to the</b> documentation provided for the accomplishment.	Analytical writing should not only <b>evaluate</b> the quality / significance of the activity but also justify the impact on student learning. Again examples are better than you saying it!!!	<b>Reflect</b> on the effectiveness of your accomplishments <b>taken as a whole &amp; your future plans</b> to impact student learning.

Relate everything to the STANDARDS & Student Learning!!!

## Assembling Your Entry

	1st Page of Description	2nd Page of Description	1st Page of Documentation	2nd Page of Documentation
Accomplishment Cover Sheet #1	<p>Candidate ID #</p> <p>Documentation of Accomplishment #1</p> <p>Text of description of Accomplishment #1</p> <p>Page 1</p>	<p>Candidate ID #</p> <p>Documentation of Accomplishment #1</p> <p>Text of description of Accomplishment #1 continued</p> <p>Page 2</p>	<p>Candidate ID #</p> <p>Documentation of Accomplishment #1</p> <p>Text, photos, etc. that make up documentation for Accomplishment #1</p> <p>Page 3</p>	<p>Candidate ID #</p> <p>Documentation of Accomplishment #1</p> <p>Text, photos, etc. that make up documentation for Accomplishment #1</p> <p>Page 4</p>
	3rd Page of Description	3rd Page of Documentation		4th Page of Description
Accomplishment Cover Sheet #2	<p>Candidate ID #</p> <p>Documentation of Accomplishment #2</p> <p>Text of description of Accomplishment #2</p> <p>Page 5</p>	<p>Candidate ID #</p> <p>Documentation of Accomplishment #2</p> <p>Text, photos, etc. that make up documentation for Accomplishment #2</p> <p>Page 6</p>	Accomplishment Cover Sheet #3	<p>Candidate ID #</p> <p>Documentation of Accomplishment #3</p> <p>Text of description of Accomplishment #3</p> <p>Page 7</p>
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# Hints and Tips for Formatting Entry # 4

<p><b>One-inch margins</b> – top, bottom, left &amp; right. Measure the margins to see they are actually 1”.</p>	<p>Use <b>only</b> 12 point Times New Roman Font &amp; write only in <b>English</b>.</p>
<p>Print on only <b>one side of paper</b>. Paper no larger than 8.5” x 11” in size. Double-space entire entry with the exception of verification forms.</p>	<p>Explain / Define all acronyms. No staples, only paperclips.</p>
<p>Do not use italics or special fonts for the entire text. They may be used to offset or highlight areas, but should not be the entire text. Bullet points &amp; <b>bold</b> print can be used for effect, but keep in mind that they take up space.</p>	<p>Remove references to specific names &amp; places in your accomplishment description pages &amp; reflection. Use students’ first names only &amp; refer to parents as “Sara’s mom,” etc. Use principal or colleague rather than names. State “my city/state/country” instead of specific locations. Use initials for school name – <i>example</i>: DeLong Middle School = DMS.</p>
<p>Each accomplishment consists of two parts: <b>Description</b> (Descriptive &amp; Analysis writing) &amp; <b>Documentation</b> (Evidence in the form of Artifacts or Verification forms).</p>	<p>You <b>do not</b> have to remove location or name references in documentation. Verification forms or items placed as artifacts are usually not considered confidential in nature.</p>
<p><b>Header – Place ID #</b> on the right of all pages. Include the accomplishment number in the header on the left side. (<i>Example</i>: Accomplishment # ____ Title of Accomplishment). Give your accomplishment a title to give the assessor an idea of what is to come &amp; for ease of reference.</p>	<p><b>Footer – Place page numbers</b> here. Page numbers should be placed in the <b>same</b> place on the bottom of each page. Page numbers may be hand numbered.</p>
<p><b>Total number of pages = 28</b>. 10 pages of description are to be totaled &amp; may actually be physically more than 10 pages if you have included any ½ pages. 16 pages of documentation may only be 16 pages, no more! One accomplishment per page. 2 pages of reflection.</p>	<p><b>Page Numbers</b> – Place the corresponding pages under the correct cover sheet <b>after</b> you have numbered all documentation &amp; evidence. <b>Do not number cover pages</b>, but do sequentially number everything else. See page to left for visual of accomplishment assembly.</p>
<p>Can have ½ page of description. Less than ½ still counts for ½ page.</p>	<p>May place <b>question</b> in <b>bold</b> or incorporate question in answer for clarity.</p>
<p><b>Do not reduce items</b> so that font is smaller than 12 pt. To do so will result in counting as 2 pages.</p>	<p>Make sure each <b>question is answered</b> &amp; reader does not have to hunt for it. Address the standards.</p>
<p>May place more than one piece of evidence on a page as long as each is related to the accomplishment.</p>	<p>Include 2 page reflection with cover sheet paper clipped separately from other accomplishments.</p>

Entry #4 is weighted 12%, which is less than portfolio entries 1-3 (16%).



*Susie, Middle school teacher, Spring Green*

# Notes



an NEA affiliate

*Great Schools benefit  
Everyone!*



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